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ABSTRACT

Each major trend in 20th-century second language teaching is explained, and similarities and differences are highlighted. An introductory chapter offers a brief history of second language teaching. The second chapter outlines a model for examining and comparing the different approaches. This model is used in subsequent chapters to describe methods and approaches according to their underlying theories of language and language learning, learning objectives, syllabus design, roles of teacher and student, instructional materials, and classroom procedures and techniques. When appropriate, historical links to other methods or approaches are noted. Subsequent chapters look at these methods in those terms: the oral approach and situational language teaching; the audiolingual method; communicative language teaching; Total Physical Response; the Silent Way; community language learning; the natural approach; and suggestopedia. The final chapter offers additional suggestions for comparing and evaluating methods. (MSE)

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